

I-DRIVE



Development

Reflective Practice

Impact on Student Learning

Vision: Connected to the vision
of the school and District

Effectiveness

2015/16

CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

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I-DRIVE EDUCATOR EVALUATION AND DEVELOPMENT PLAN OVERVIEW

Introduction

The primary goal of the development and evaluation plan is to strengthen individual and collective practices to increase student learning.

Education Reform has emerged as the civil rights issue of our time. In June 2012 the CT State Department of Education (SDE), pursuant to PA-12-116 (The Education Reform Act), adopted CT Guidelines for Educator Evaluation/Core Requirements. Leadership from the District, New Britain Federation of School Administrators and New Britain Federation of Teachers worked collaboratively to develop this educator support and evaluation system to ensure improved student achievement. To support student learning, we need a professional learning and support plan that clearly defines excellent practice and provides specific feedback about administrators' and teachers' strengths and opportunities for growth in the areas that will most impact student achievement.

According to the Connecticut Guidelines for Educator Evaluation (Core Requirements) sec. 1.3 (1), "educator evaluation and support plans or revisions to such plans must be approved annually by the State Department of Education prior to district implementation."

Core Design Principles

The following principles developed by the advisory council in conjunction with the Core Requirements guided the design of the New Britain Educator Development and Evaluation Plan (I-DRIVE).

The guiding design principles of the plan are:

- **The I-DRIVE structures a collaborative process that involves timely feedback, coaching and dialogue**
Novice and veteran educators alike deserve detailed, constructive feedback that promotes collaborative, continuous professional growth based on student learning.
- **The I-DRIVE connects professional learning to the evaluation process**
Educators' professional development is tailored to the needs of the school, the students, and their own learning.
- **The I-DRIVE ensures that educators have ownership of learning and students' growth**
This plan intends to help create a climate where educators are empowered to seek continuous learning opportunities so they can better meet the learning needs of students. The plan connects the student learning outcomes with ongoing professional learning through teams, constructive conversations, and meaningful feedback.
- **The I-DRIVE is standards-based and considers multiple measures of performance**
The I-Drive clearly defines effective practice using the Connecticut Common Core of Teaching (CCT) for teacher evaluation, National Pupil Personnel Services standards for evaluation of educators in pupil services; and Common Core of Leading: Connecticut Leadership Standards for administrator evaluation. I-DRIVE uses multiple sources of information and evidence that will result in a fair, accurate and comprehensive picture of an educator's performance. The plan defines four categories of effectiveness: student learning (45%), performance and practice (40%), parent feedback (10%) and school-wide student learning (5%).
- **The I-DRIVE must be feasible, equitable, clearly communicated, and understood by all**
The I-Drive provides the CSDNB an opportunity to create a culture of learning with the focus on shared responsibility for student growth. Strategic implementation will ensure that the essence of the plan drives the work of the district and ensures improved student learning.

EDUCATOR DEVELOPMENT and SUPPORT

Purpose and Rationale of the I-DRIVE

When educators succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality educators. To support one another, we need to clearly define excellent practice and results; give accurate, useful information about our strengths and areas of development, and provide opportunities for growth and recognition. The purpose of the new evaluation model is to fairly and accurately evaluate educator performance and to help strengthen professional practice through evaluation-informed professional development to improve student learning.

Evaluation-Informed Professional Learning

In any sector, people learn and grow by examining current performance, by setting clear goals for future performance, and by outlining the supports needed to close the gap. Throughout CSDNB's I-DRIVE model, every teacher will identify professional learning needs in mutual agreement between the teacher and the evaluator, which serves as the foundation for ongoing conversations about the teacher's practice and the impact on student outcomes. The professional learning opportunities identified for each teacher is based on the individual needs that are identified through the evaluation process. This process will be used to identify areas of common need for professional development.

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard* at any time, it signals the need for an administrator to collaboratively create an individual educator improvement and remediation plan with the teacher and the exclusive bargaining unit representative. (see page 29)

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all educators.

Examples of such opportunities include, but are not limited to: Peer Evaluators, mentoring early-career teachers, leading professional learning teams, differentiated career pathways; and focused professional development based on goals for continuous growth and development.

I-DRIVE Document Layout and Key Terms

This document is divided into two parts:

Part I ***Teacher Development and Evaluation Plan***

Using the I-DRIVE as the foundation for teacher development and evaluation establishes critical links between effective teaching, professional learning, and increased student achievement.

- The term "**teacher**" refers to all individuals in positions requiring certification, including, but not limited to classroom teachers.
- The term "**student and educator support specialist**" refers to "teachers" who typically have a caseload as opposed to a classroom. They include, but are not limited to, school psychologists, social workers, guidance counselors, and speech pathologists. Because their unique roles are integral to improving student learning, they follow the same process of evaluation with some flexibility described throughout the document.

Part II ***Administrator Development and Evaluation Plan***

- The term “leader” refers to those individuals in positions requiring administrative certification, including but not limited to, school principals.

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Part I: TEACHER EVALUATION SYSTEM

Teacher Evaluation System At-a-Glance

The evaluation system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in two major focus areas: *Teacher Practice and Student Outcomes*.

Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that impact student learning. The rating for this half of the I-DRIVE will be based on evidence collected through observation and feedback. This focus area is comprised of two categories:

A. Observation of teacher performance and practice (40%) as defined in the Connecticut's Common Core of Teaching, which articulates six domains of teacher practice (*Appendix A*):

Focus area Goal 1 Teachers develop performance and practice goals to focus professional growth needs in order to meet the learning needs of the students they serve during the current school year by using the CCT continuum.

B. Parent feedback (10%) survey on educator practice (*See Appendix B*):

GOAL 2: Teachers develop a focus goal in conjunction with the school goal linked to parent engagement

Student Outcomes Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student artifacts. This is comprised of two categories:

C. Student growth and development (45%) as determined by the teacher's SLO (Student Learning Objectives)

GOALS 3 and 4: Teachers develop two (2) SLOs using standard and non-standard assessments connected to Indicators of Academic Growth and Development (IAGD)

D. Whole-school measures of student learning (5%) as determined by aggregate student learning indicators based on Campus Improvement Plan

GOAL 5: In consultation with school principal based on Campus Improvement Plan

Scores from each of the two categories are combined to produce an overall summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

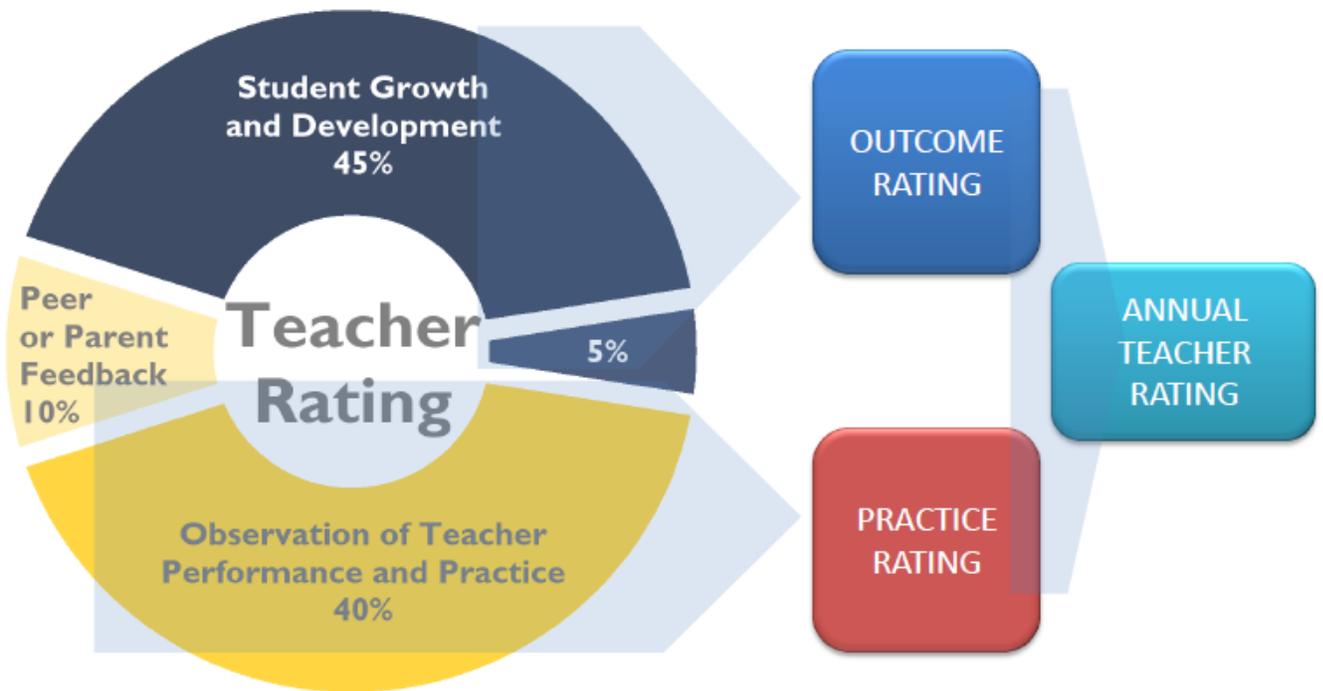
Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

Teacher Evaluation Categories



Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and identified evaluator is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, to provide timely comprehensive feedback regarding performance, and to set development goals and identify development opportunities. These conversations are collaborative requiring reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



*Could start as early as Mid December and end as late as Mid February

Goal Setting and Planning

Timeframe: Must be completed by **October 1, 2015**

1. **Orientation on Process:** An orientation to the process will occur annually during pre-service professional development days. To begin the evaluation process, evaluators meet with teachers to discuss the details of the evaluation process, define roles and responsibilities and to identify school or district priorities that should be reflected in practice goals and SLOs. Both will commit to a schedule of collaboration time required by the evaluation process.
2. **Reflection and Goal-Setting:** Teacher will examine current student data, prior year evaluation, survey results and the CCT in order to set goals. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
3. **Goal-Setting Conference:** The teacher and evaluator collect evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives until they meet approval.

Mid-Year Check-In

Timeframe: Must be completed no later than **February 15, 2016**

1. **Reflection and Preparation:** The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.
2. **Mid-Year Conference:** The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. During the Mid-Year conference, the teacher and evaluator may agree to revise goals if necessary. They also discuss actions that the teacher

can take and supports that the evaluator can provide to promote continued professional growth.

3. **Non Renewal of Non-tenured teacher:** If an administrator is recommending non-renewal of a non-tenured teacher, those recommendations must be submitted to Chief Human Resources Officer **no later than March 15, 2016.**

End-of-Year Summative Review

Timeframe: Non-Tenured and Tenured teachers End of Year Summative Review must be completed no later than **June 15, 2016.**

1. **Educator Self-Assessment:** The educator reviews all information and data collected during the year and completes the Teacher Summative Self Reflection for review by the evaluator. This self-reflection should focus on the areas for development established in the goal-setting conference or the mid-year adjustments.
2. **Scoring** The evaluator reviews submitted evidence, self-assessments and observation data to generate category ratings. The category ratings combine to produce the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data changes the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.
3. **End-of-Year Conference:** The evaluator and teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before June 1 for non-tenured teachers and before June 15 for tenured teachers

Software for monitoring and documenting I-DRIVE process

BloomBoard was identified as the data system CT SDE would provide to districts along with resources per teacher.

In order to streamline educator evaluation, CSDNB will provide professional development to assist teachers on limiting entry of artifacts to information and data that is specifically identified as necessary and appropriate.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. Primary evaluators must be fully trained according to the CT SDE guidelines.

Complementary evaluators may assist the primary evaluator. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role. Complementary evaluators may assist primary evaluators by conducting observations, by collecting additional evidence, by reviewing SLOs and by providing additional feedback. A complementary evaluator will share evidence with the primary evaluator as it is collected.

Complementary evaluators are certified teachers who meet the requirements for Peer Evaluator or a certified administrator. Peer Evaluators may only assist with teachers who have received a proficient or exemplary rating.

Criteria for becoming a Peer Evaluator

- Exemplary summative rating for at least 2 consecutive years
- Proven interest in leadership role (via application process)
- Recommendation from an administrator

Ensuring Fairness and Accuracy

All primary and complimentary evaluators are required to complete extensive training on the evaluation model. The Connecticut State Department of Education (CSDE) will provide our district with training opportunities and tools throughout. In subsequent years, New Britain evaluators will attend refresher courses and demonstrate proficiency in accordance with State recommendations and guidelines.

Administrative monthly professional development will include ongoing support and collaboration for district evaluators to calibrate their understanding of performance expectations and develop their use of high quality feedback and support. When an annual evaluation includes contrasting ratings (exemplary in one category and below standard in the other category), a district administrator will review the evidence collected and the process and determine the final rating.

Dispute Resolution Process

When an agreement on a teacher's evaluation cannot be reached with the primary evaluator, the teacher and union representation; the issue in dispute may be referred for resolution to a committee. The committee shall be comprised of the superintendent or assistant superintendent, the administrator, the teacher and union representation. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g. include both exemplary and below standard ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two teacher rated as *exemplary* and two teachers who are rated as *below standard*.

Data Management Protocols

- CSDNB will prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct mandated audits, and ensure that third party organizations will keep all identifiable student data confidential.

- CSDNB will prohibit sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law.
- CSDNB will limit the access of teacher or administrator data to only primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this does not affect SDE's data collection authority.
- CSDNB process for logging the names of authorized individuals who may access a teacher or administrator's evaluation information, is authorized under the direction of the department of Human Resources with guidance of the Assistant Superintendent.

Annual Requirements

- The I-Drive must be reviewed, revised, and approved annually by the Board of Education.
- Orientation to the evaluation process by **September 15th, 2015**.
- The district will provide ongoing calibration development with evaluators annually.
- Local reporting – The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 15 of each year.
- State reporting – Not later than June thirtieth of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators and teachers who have not been evaluated and other requirements as determined by the Department of Education.

TEACHER PRACTICE RELATED INDICATORS

I-DRIVE evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Research has proven that no school-level factor matters more to student success than high quality teachers. This half (50%) of the instrument is comprised of two factors: *Teacher Performance and Practice* and *Parent Feedback*.

Category #1 - Observation of Teacher Performance and Practice (40%):

The Teacher Performance and Practice category is a comprehensive review of teacher practice. Teacher practice is measured by the indicators in all domains of the CCT. Following observations and reviews of practice, evaluators provide teachers with specific feedback to identify and support professional development needs.

Student and Educator Support Specialist

Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, at the beginning of the school year, the teacher and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance. The observations will be based on professional practice standards adopted by the professional organization of the Support Specialist position. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participating in team meetings or Planning and Placement Team meetings. The Educator Support Specialist and the Evaluator will determine the best venue for observing practice that relates to performance and practice goals for that specialist.

Teacher Practice Framework

CCT standards will be the framework for the I-DRIVE. The CCT is grounded in research and articulates the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet the challenges of the Next Generation (21st Century and beyond). Linked by state law and regulations, these standards articulate requirements across a teacher's career and serve as the foundation for teacher observation and professional development. The CT SDE has developed a continuum for the CCT that will be utilized in New Britain to guide teacher practice.

Connecticut Common Core of Teaching (CCT) Domains of Teacher Performance

Domain 1: Content and Essential Skills

Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

Domain 2: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 3: Planning for Active Learning

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 4: Instruction for Active Learning

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 5: Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Domain 6: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with

others, and leadership.

Teacher Performance and Practice Goal-Setting

As described in the Evaluation Process and Timeline section, teachers will develop a practice and performance goal aligned to the CCT (*district provided template*). This goal will provide a focus for the observations and feedback conversations ***the evaluation of this goal is embedded in the process and is not evaluated separately.***

At the start of the year, each teacher will work with his or her evaluator to develop practice and performance goal(s) through mutual agreement. All goals should have a clear link to student learning with the intent of supporting teachers in their development towards a *proficient* or *exemplary* rating on the CCT. *Schools may decide to create a school-wide goal aligned to a particular component (e.g., Using Questioning and Discussion Techniques) that all teachers will include as one of their goals.*

Observation of teacher performance and practice (40%) as defined in the CCT, which articulates six domains of teacher practice (*Appendix A*)

□ Focus Area (Goal 1) *Teachers develop performance and practice goals to focus professional growth needs in order to meet the learning needs of the students they serve during the current school year by using the CCT continuum.*

Observation Process

Research, such as the Gates Foundation's *Measures of Effective Teaching* study (2013), has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations do not have to cover an entire lesson to be valid. Observations in and of themselves aren't useful to teachers – ***it's the timely feedback based on observations that helps teachers to reach their full potential.*** All teachers deserve the opportunity to grow and develop. The I-DRIVE process intends to cultivate a culture of adult learning in the CSDNB that encourages open dialogue and feedback to continuously improve teacher practice and student learning.

I-DRIVE aims to provide teachers with comprehensive feedback on their practice as defined by the six domains of the CCT. **All interactions with teachers that are relevant to their instructional practices and professional conduct may contribute to their performance evaluations.** **Formal and Informal** classroom observations provide evidence for Domains 1, 2, 3, 4 & 5 of the CCT. Both the pre-and post-conferences provide *opportunities for discussion of all six domains of the CCT*, including reviews of practice for evidence regarding Domain 6.

Formal Observations: Scheduled in-class observations that are at least 30 minutes and are followed by a post-observation conference, which include verbal and written feedback, within 5 school days.

Informal Observations: Non-scheduled in-class observations of that last at least 10 minutes and are followed by documented written feedback and shared with the individual staff within 2-5 school days. The feedback should include strengths of the ten minute informal observation as well as next steps/recommendations.

Reviews of Practice: Reviews include but are not limited to reviews of lesson/unit plans and assessments, planning meetings, planning and placement team meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-educator meetings, observations of coaching/mentoring other educators, and attendance records from professional development or school-based activities/events. **In addition, self-directed learning opportunities (i.e. research articles, videos on Bloomboard, The Teaching Channel, etc) will be provided to staff based on**

their prior and current year evaluations.

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TEACHER CATEGORY	I-DRIVE OBSERVATION REQUIREMENT
Novice Teachers: First and second year teachers in the district	At least 3 formal observations, two of which include a pre and post conference and at least 2 informal observations and one review of practice
Novice Teachers: Third and fourth year teachers in the district	At least 1 formal observation each year and at least 3 informal observations and one review of practice
Below Standard, Currently on Improvement Plan and Developing Teachers	At least 3 formal observations, all of which include a pre and post conference and at least 2 informal observations and one review of practice.
Proficient and Exemplary Tenured Teachers	Teachers who receive and maintain a performance evaluation of proficient or exemplary and are not first or second year teachers, will be evaluated with a minimum of 1 formal in-class observation no less frequent than every 3 years and 3 informal class observations in all other years. One review of practice will be completed every year.

Pre-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. When appropriate, a pre-conference can be held with an instructional team.

When a Pre-Conference is scheduled it will include:

- Discussion between the administrator and the teacher around the lesson plan (use Domains 1 and 2 of the Common Core of Teaching (CCT) Rubric to guide discussion)

Post Conferences

Post-Conference will provide a forum for reflecting on the observation guided by the indicators on the CCT Rubric.

Post-Conference will include the following discussion points:

- Opportunity to discuss the teacher lesson reflection teachers should be prepared to discuss
 - Were changes made during the lesson, what were they, and why did you make the change?
 - What data or evidence do you have that students achieved the goals of the lesson?
 - What are your next steps for this group of students?

Feedback

The goal of feedback is to help teachers grow as professionals and become more effective with students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Collaborative conversations about instructional practice based on student work are essential for improving instructional practice.

Feedback will include:

- Specific evidence and ratings, where appropriate, on observed components of the CCT
- Questions for reflection using evidence of student growth
- Commendations and prioritized next steps and supports that the teacher can pursue to improve practice
- A timeframe for follow up

Determining Rating of Observation of Teacher Performance and Practice

Individual Observations

Evaluators provide ratings and evidence for the CCT domains that were observed but are not required to provide an overall rating for each observation. During observations, evaluators should take evidence-based, scripted notes, and/or recordings, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate components on the rubric and then make a judgment about which performance level the evidence supports. The district will provide a template to collect observation evidence and scoring guidelines based on the CCT continuum.

Rating for Observation of Teacher Performance and Practice (40%)

At the end of the year, primary evaluators must determine a final rating for teacher performance and practice and discuss this rating with teachers during the end of year conference. The evaluator will calculate the final teacher performance and practice ratings:

- 1) Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine ratings for each of the CCT Domains.
By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 6 Domains. Some questions to consider while analyzing the evidence include:

Consistency: Does the evidence paint a clear picture of the teacher's performance in this domain?

Trends: Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

Significance: Is some data more valid than other data? Do I have notes or ratings from more effective lessons or interactions where I was able to better assess this aspect of performance?

- 2) Apply domain weights to domain scores to calculate an overall Observation of Educator Performance and Practice rating of 1.0-4.0 (Below standard, Developing, Proficient and Exemplary)

Category #2 - Parent Feedback (10%):

Feedback from parents will be used to help determine the remaining 10%.
The process is described below:

- 1) conduct a whole-school parent survey (meaning data is aggregated at the school level)
- 2) school-level goal(s) based on the parent survey feedback
- 3) teacher and evaluator identify how the teacher will contribute to achieving the overall parent feedback goal
- 4) measure progress on targets to determine a teacher's parent feedback rating. This parent feedback rating shall be based on four performance levels

1. Administration of a Whole-School Parent Survey

Parent surveys will be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys will be confidential and survey responses will not be tied to parents' names. The parent survey will be administered every spring and trends analyzed from year-to-year.

2. Determining School-Level Parent Goals

Principals will review the parent survey results collaboratively with their faculty at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur in August or September to establish improvement goals for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

After school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Teachers must consider their contribution to the accomplishment of the school goal.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, attainable, and equitable and are determined at the goal setting conference.

4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can: (1) measure how successful a strategy is implemented to address an area of need, or (2) a teacher can collect evidence directly from parents to measure parent-level indicators. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. Arriving at a Parent Feedback Rating (10%)

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches the parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Below Standard (1)	Developing (2)	Proficient (3)	Exemplary (4)
Did not meet the goal	Partially met the goal	Met the goal	Exceeded the goal

Scoring For Teacher Practice Indicators

1) Calculation of a Teacher Practice Related Indicators Rating is achieved by combining the observation of educator performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL EDUCATOR PRACTICE RELATED INDICATORS POINTS			142

RATING SCALE	
Educator Practice Indicators Points	Educator Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

STUDENT OUTCOMES RELATED INDICATORS

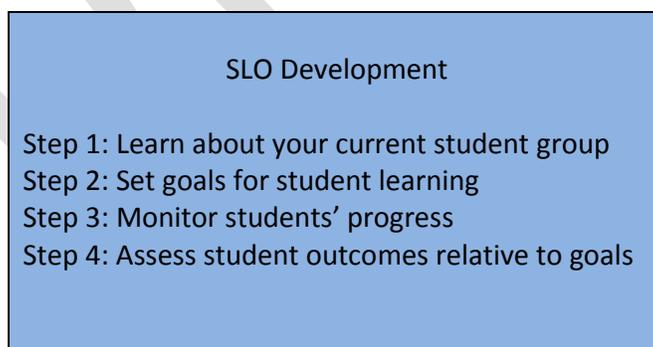
The Student Outcomes Related Indicators comprise 50% of the summative rating and capture the teacher's impact on student learning. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the I-DRIVE process, teachers will document those aspirations and anchor them in data. Student Related Indicators include two categories: Student **learning outcomes and** whole-school student learning.

Category #3 - Student Growth and Development (45%):

Overview of Student Learning Objectives (SLOs)

Each group of students is unique; therefore, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

CSDNB's I-DRIVE will use SLOs in an instructional cycle that will be familiar to most teachers:



I-DRIVE asks teachers to set specific and measurable targets, to develop them through consultation with colleagues in the same grade level or teaching the same subject, and through mutual agreement with supervisors.

The four SLO steps are described in detail below:

SLO Step 1: Learn about your current student group

The first step is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course. Examples of sources that teachers can use to understand students and group strengths and challenges include, but are not limited to: end-of-year tests from the prior spring, prior grades, benchmark assessments, Lexile scores, and RIT scores from the MAP/NWEA. This information will be critical for goal setting in the next phase.

SLO Step 2: Set goals for student learning

Teachers will write their SLO(s), and submit them for approval a minimum of 24 hours before their Initial goal setting conference. The Goal setting conference window for the 2015/16 school year is **August 24-October 2, 2015**.

Teacher creates **two** SLOS with one or two IAGDs for each SLO. If one IAGD per SLO, one must be standardized and one must be non-standardized.

If two IAGDs per SLO, two must be standardized and one non-standardized

SLO 1 (i.e. Reading)

a. Standardized IAGD

SLO 2 (i.e. Math)

a. Non – Standardized IAGD

First: Decide on the Student Learning Objectives

The objectives are broad goals for student learning. They should each address a central purpose of the teacher's assignment and should pertain to a large proportion of the teacher's students/caseload. Each SLO should reflect high expectations for student learning and should be aligned to relevant standards for the grade level or course. Depending on the teacher's assignment, the objective will focus on mastery of content standards, learning targets based on Grade Specific Common Core State Standards that are articulated in the curriculum or social/emotional growth (more likely for pupil services).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

Second: Select Indicators of Academic Growth and Development (IAGDs)

An **IAGD** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.

Each IAGD should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Step I examination of student data that educators will determine what level of performance to target for which students. The district template will be used for setting SLOs/IAGDs (*Appendix C & Bloomboard*)

Since indicator targets are written for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all second grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers.

I-DRIVE uses a specific definition of “standardized assessment.” As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner
- Aligned to a set of academic or performance “standards”
- Broadly-administered (e.g., nation-or statewide)
- Commercially-produced
- Often administered only once a year, although some standardized assessments are administered multiple times per year.

Examples of SLOs with IAGDs

Educator Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (at least one is required)
8 th grade Science	Example: My students will master critical concepts of science inquiry.	Example: 78% of my students will score at the proficient or higher level on the science CMT in March 2014
4 th grade Reading	Example: My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	Example: All 17 (77%) students assessed on the standard NWEA will meet their project growth expectancy. Example: All 5 students (23%) assessed on a standardized Tier 3 Progress Monitoring Measure for Reading Foundational Skills will achieve proficiency on the (name the progress monitoring tool)
6 th Grade Science	Example: My students will master critical concepts of science inquiry.	Example: My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on the scoring rubric provided in the district curriculum, focused on the key elements of science inquiry
High School Visual Arts	Example: My students will demonstrate proficiency in applying the five principles of drawing.	Example: 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric provided in the district visual arts curriculum.
1 st grade Math	Example: Students will demonstrate fluency	Example: 90% of students will master addition within 10 by the

	for addition and subtraction within 10.	end of the second quarter. Example: 90% of students will have mastered addition and subtraction within 10 by the end of the school year.
High School Social Studies: World History	Example: Students will demonstrate understanding of the factors contributing to the nationalistic response to colonialism.	Example: By the end of the first quarter 80% of students will demonstrate understanding factors that lead to rebellion. Example: By the end of the second quarter, 80% of student will write a 4-paragraph essay comparing nationalism to colonialism.
6 th grade Special education educator for Basic Literacy	Students will demonstrate improvement in basic literacy as measured by the CMT Skills Checklist.	80% of my students will increase at least one performance level in 2 out of the 8 items in Basic Literacy Indicators.

Third: Provide additional information

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the Student Learning Objective (SLO) including relevant standards
- any important technical information about the indicator evidence (like timing or scoring plans)
- the baseline data that was used to set each IAGD
- interim assessments the teacher plans to use to gauge students' progress toward the SLO during the school year
- professional development the teacher will pursue to support attainment of SLOs

Fourth: Submit SLOs to evaluator for approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet *all three* criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within five days.

SLO Approval Criteria Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a large proportion of the targeted student group.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students

	semester.	(or appropriate growth for a shorter interval of instruction).
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SLO Step 3: Monitor Students' Progress

Once SLOs are approved, teachers will monitor students' progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or the student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

SLO Step 4: Assess student outcomes relative to SLOs

At the end of the school year, the teacher will collect the evidence required by the indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment and reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator (IAGD).
Met (3)	Most students met the target(s) contained in the indicators (IAGD) within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator may score each indicator separately, and then average those scores for the SLO score, or the evaluator can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be $[(2+3)/2 = 2.5]$. The individual SLO rating(s) and the student growth and development rating will be shared and discussed with the teacher.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the deadline. In this instance, if evidence for other indicators in the SLO are available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's summative rating. The evaluation rating can be amended at that time as needed, but no later than September 15.

Category #4 - Whole-School Student Learning Indicator (5%):

A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. For most schools, this will be based on the school performance index (SPI) and Campus Improvement Plan (CIP), which correlates to the whole-school student learning on a principal's evaluation.

Arriving at a Whole-School Student Learning Summative Rating:

The whole school student-learning indicator should be scored using the scoring guidelines for the identified target on the principal evaluation tool.

A teacher's rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2013-14, New Britain will not require that the administrator's student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator's aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted with a value of 0 (see summative teacher evaluation scoring, page 26). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score

and the whole-school student learning indicator.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

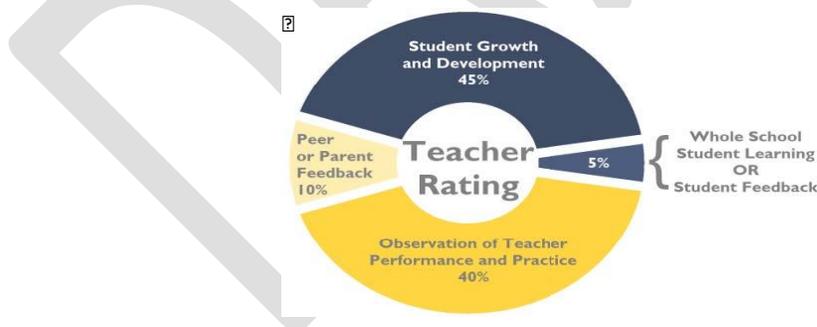
Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning Indicator	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			173

RATING TABLE	
Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Teacher Practice Related Indicators (Categories 1&2) and Student Outcomes Related Indicators (Categories 3&4)



Every teacher will receive one of four performance ratings:

- Exemplary** – Substantially exceeding indicators of performance
- Proficient** – Meeting indicators of performance
- Developing** – Meeting some indicators of performance but not others
- Below Standard** – Not meeting indicators of performance

The rating will be determined by using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score and the parent feedback score (Categories 1 & 2)

- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator score (Categories 3&4)
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

1) **Calculate a Teacher Practice Related Indicators rating** by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			142

RATING SCALE	
Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

2) **Calculate a Student Outcomes Related Indicators rating** by combining the student growth and development score and whole-school student learning indicator.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning Indicator	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			173

RATING TABLE	
Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard

81-126	Developing
127-174	Proficient
175-200	Exemplary

3) Use the Summative Matrix to determine Summative Rating

Identify Teacher Practice Rating and the Student Outcome Rating and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *proficient* and the Student Outcomes Related Indicators rating is *proficient*. The summative rating is therefore *proficient*. If the two ratings are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator needs to request a district administrator (a trained evaluator) to conduct a review and award the summative rating.

		Overall Practice Rating			
		4	3	2	1
Overall Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Ratings

Summative ratings must be completed for all non-tenured teachers by April 1, 2016 and for all tenured teachers by June 15, 2016. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effective and Ineffective Ratings

Effective and ineffective ratings shall be defined using a pattern of ratings derived from the I-DRIVE. A pattern may consist of a pattern of one. Effectiveness or Ineffectiveness can be determined at any point during the school year based on evidence collected.

Non-Tenured Teachers shall generally be deemed effective if said teacher receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *Below Standard* rating shall only be permitted in the first year of a teacher's career, assuming a pattern of growth of *Developing* in year two and two sequential *Proficient* ratings in years three and four. Superintendents shall offer a contract to any teacher that is deemed effective at the end of year four.

Tenured Teachers shall generally be deemed effective when they earn a rating of *Proficient* or *Exemplary*. A post-tenure teacher shall generally be deemed ineffective if said teacher receives at least two sequential *developing* ratings or one *below standard* rating.

Career Development and Growth

District will provide designated self-directed learning time on a regular basis in order to allow teachers to direct their learning towards an area of need. Areas of need will be determined by the teacher in collaboration with their evaluator and identified during the initial goal setting conference. Examples include, but are not limited to book studies, video studies, peer observation, etc. This self-directed learning may be done in groups, or by individual teachers.

Improvement and Remediation Plans

There is a need for the administrator to create an individual improvement and remediation plan when a teacher is determined to be ineffective based on the evidence collected and the SLO progress at any point during the school year. If the evidence collected indicates that the teacher is likely to receive or has received a *Below Standard or Developing Rating*, the teacher needs to be placed on an improvement and remediation plan. Evaluators will determine preliminary effectiveness ratings during the mid-year conference in order to identify teachers who need additional supports to become proficient.

The improvement and remediation plan will be developed in consultation with the teacher and the exclusive bargaining representative. Improvement and remediation plans involve the following steps:

Step 1: The primary evaluator shall provide written documentation to the teacher to initiate the process following the conference where the teacher has been informed that it has been determined that the teacher is ineffective based on evidence collected according to the I-DRIVE. (District provided form)

1a) Within five school days of the initiation of the improvement plan, the primary evaluator, teacher, and collective bargaining unit representative meet to review the evidence and develop a plan to address documented deficiencies. The goal of the plan is to provide the teacher with growth opportunities to improve to the level of *Proficient* at the end of the improvement and remediation plan.

1b) At the conclusion of the planning conference, the teacher and administrator will implement strategies to improve teacher effectiveness for 45 consecutive school days (The 45 days may not be extended unless both parties agree in writing to extend). The strategies in the plan must have measurable indicators of success according to either the CCT Continuum or SLOs.

1c) During the 45 school days: the administrator must meet the obligation to be helpful by providing specific feedback and direction and the teacher must provide evidence of effort to improve.

1d) If the teacher is deemed proficient at the conclusion of the 45 days, the improvement and remediation plan will be discontinued. If the teacher is still determined to be ineffective, Step 2 is implemented. Teacher must be notified in writing within 2 (two) school days of the administrator's determination (45-Day Template).

1e) A copy of the 45-Day Determination Form is sent to the president of the appropriate bargaining unit and the Superintendent.

1f) The Superintendent must select another administrator, who is a trained evaluator, with no prior evaluative connection to the teacher, within 7 school days, to observe and guide the teacher for Step 2.

Step 2: Within 10 school days after the close of Step 1, the Step 2 administrator will meet with the teacher and formulate an improvement and support plan including at least 2 formal observations with pre and post conferences. (Step 2 Plan Template)

2a) For the next 30 school days, only the step 2 administrator will observe and work with the teacher to implement the plan. No other administrator may observe during this phase unless included as part of the plan.

2b) At the end of the 30 day period, The Step 2 administrator submits an independent, confidential report to the superintendent determining effectiveness.

Step 3: The superintendent reviews the confidential report from the Step 2 administrator within 5 school days and notifies the president of the bargaining unit and the personnel manager of the findings. If the report validates the ineffective determination, the superintendent recommends termination of said teacher to the Board of Education.

Procedural Safeguards:

- The teacher may not apply for transfer while on an improvement and remediation plan.
- All correspondence regarding the procedure must be placed in the individual's personnel file.
- The Personnel manager will monitor the improvement and remediation procedure.
- Step 2 administrators need to be an objective administrator who has not had any prior involvement in the improvement process for this teacher.
- All Steps of the improvement and remediation process must be documented on district templates.
- Teacher must be allowed to ask questions and provide additional evidence to prove effectiveness.
- Teacher is allowed a union representative at all meetings.
- All documentation relating to the process must be confidential.
- When a teacher is determined to be effective and is removed from the improvement plan, all correspondence and other information pertaining to the procedure, except the Initiation Form and 45-Day Form, shall be sealed and placed in the teacher's personnel file for a period of 180 school days. Therefore, the sealed records will be maintained in accordance with State law. In the event the teacher is determined to be ineffective before the end of the 180 school days, the sealed records may be opened in the presence of the teacher and the teacher's representative and placed in the personnel file.

District Approved I-DRIVE Measures for Student Outcome Indicators

Standardized measures	Non-Standardized measures
Elementary	
NWEA Primary MAP and MAP	CBA (curriculum-based assessment) or CFA (common formative assessment)
Lexile	DBA (district-based assessment)
LAS Links	Math fluency probe
Smarter Balanced Assessment	Unit assessments, District writing assessments
DIBELS	Diagnostic assessments
CTAA (Connecticut Alternative Assessment)	Performance rated against rubric
	Portfolio
Middle School	
NWEA MAP	CBA (curriculum-based assessment) or CFA (common formative assessment)
Lexile	DBA (district-based assessment)
LAS Links	Math fluency probe
Smarter Balanced Assessment Consortium	Unit assessments, District writing assessments
Degrees of Reading Power (DRP)	Diagnostic assessments
CTAA (Connecticut Alternative	Performance rated against rubric

Assessment)	
	Portfolio
High School	
CAPT	CBA
PSAT	CFA
SAT	Portfolio/ePortfolio (Student Success Plan)
AP	DBA
LAS LINKS	Math fluency probe
NWEA	Unit assessments
ASVAB	Diagnostic assessment
SBAC	Performance rated against rubric
NOCTI	End of Course Exams
Social Skills all Levels	
Behavioral and Emotional Screening System	Attendance
	Discipline Referrals
	Suspension Data

I-DRIVE

ADMINISTRATOR EVALUATION AND DEVELOPMENT



Development

Reflective Practice

Impact on Student Learning

*Vision: Connected to the vision
of the school and District*

Effectiveness

August 2015

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Introduction

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor in student learning, and effective leadership is an essential component of any successful school.

The Connecticut State Department of Education (CSDE) is committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts and many other stakeholder groups, aims to create a comprehensive approach to supporting and developing Connecticut's educators so that the state prepares, recruits, hires, supports, develops and retains the best educators to lead our classrooms and schools.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice. High-quality evaluations are necessary to inform the individualized professional learning and support that all educators require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence in employment decisions across the state.

Connecticut's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the **Connecticut Guidelines for Educator Evaluation** (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. In February 2014, PEAC adopted additional flexibilities to the existing core requirements for teacher evaluation in response to feedback from various stakeholder groups. These flexibility options are described in subsections 2.9 and 2.10 of the Core Requirements.

The SEED model was informed by a large body of research, including the Gates Foundation's **Measures of Effective Teaching (MET)** study. In 2012-13, ten districts/district consortia piloted SEED and provided feedback through an implementation study conducted by the University of Connecticut NEAG School Of Education which further guided the model design.

The system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term “teacher” refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

DESIGN PRINCIPLES

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students’ success than high-quality teachers and effective leaders. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators’ strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of the Connecticut’s educator evaluation and support model is to fairly and accurately evaluate performance and to help each educator strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the teacher and administrator evaluation models, developed in partnership with Education First and New Leaders:

- Consider multiple standards-based measures of performance;
- Emphasize growth overtime;
- Promote both professional judgment and consistency;
- Foster dialogue about student learning;
- Encourage aligned professional learning, coaching and feedback to support growth; and
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator’s performance. The new model defines four components of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole-school student learning indicators or student feedback (5%). The model defines four components of administrator effectiveness: multiple student learning indicators (45%), leadership practice (40%), stakeholder feedback (10%) and teacher effectiveness outcomes (5%).

The four components of the SEED model are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL); Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments¹; and locally-developed curriculum standards.

Emphasize growth over time

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

Promote both professional judgment and consistency

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The SEED model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system. The dialogue in the SEED model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

Encourage aligned professional learning, coaching and feedback to support growth

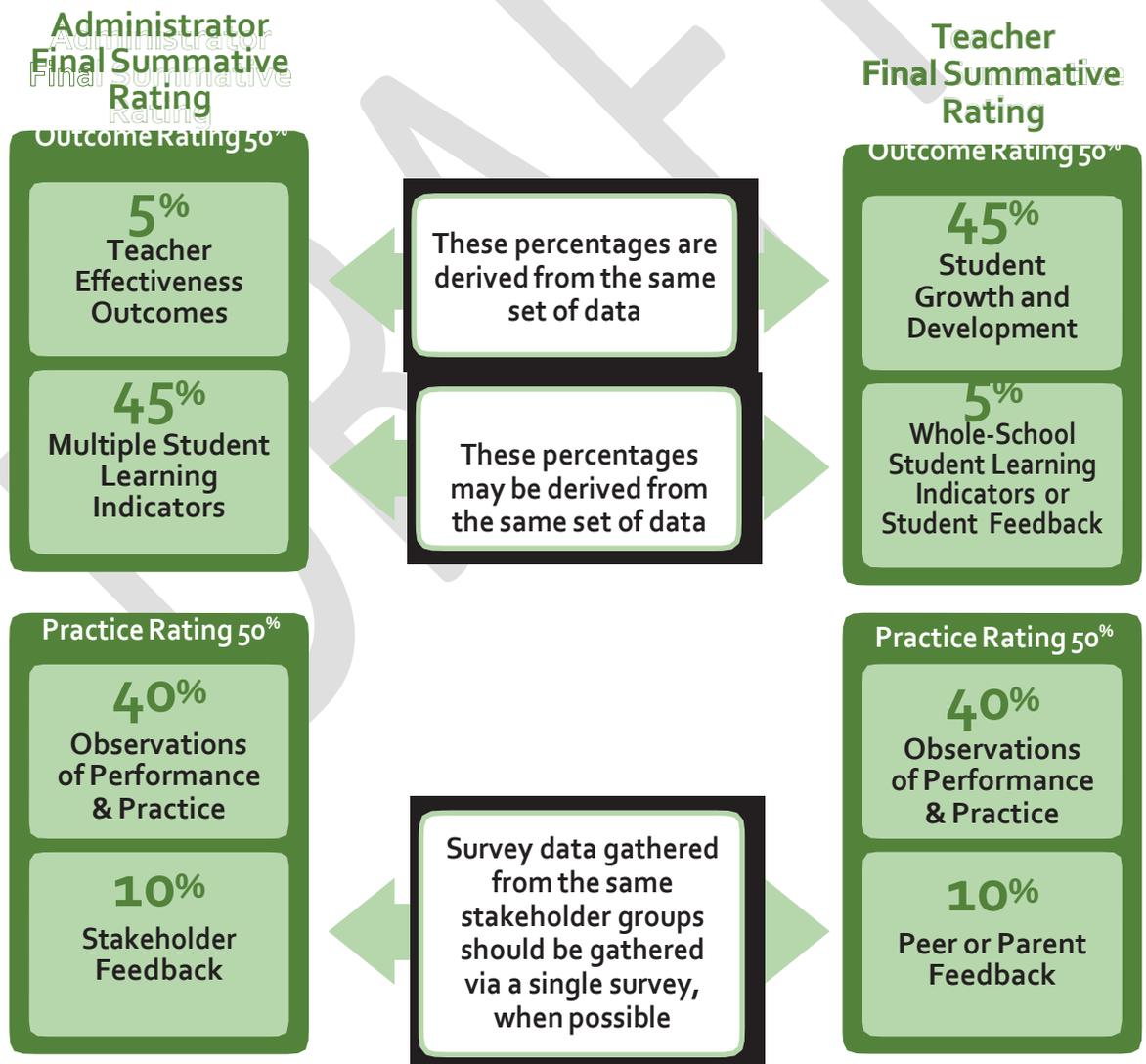
Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

¹ Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending on approval of the waiver submitted to the United States Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-15, districts may not be required to link student test data to educator evaluation and support in 2014-15 only.

Ensure feasibility of implementation

Launching the SEED model will require hard work. Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The model aims to balance high expectations with flexibility for the time and capacity considerations within districts.

Improving student achievement sits at the center of the work for all educators. The SEED model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, by design, the SEED model creates a relationship between component ratings for teachers and administrators as depicted in the diagram below.



For clarity, see the example below to illustrate how administrators receive a final summative rating for Teacher Effectiveness Outcomes (5%) as derived from teachers' aggregate final summative rating for Student Growth and Development (45%):

Example:

Administrator Final Summative Rating (5%) Teacher Effectiveness Outcomes	Teacher Final Summative Rating (45%) Student Growth and Development
The administrator receives a final summative rating of proficient (3) for Teacher Effectiveness Outcomes (5%) if...	the aggregate final summative rating for Student Growth and Development (45%) for greater than 60% of staff is proficient (3).

See the example below to illustrate how teachers receive a final summative rating for Whole-School Student Learning Indicator as derived from an administrator's final summative rating for Multiple Student Learning Indicators (45%):

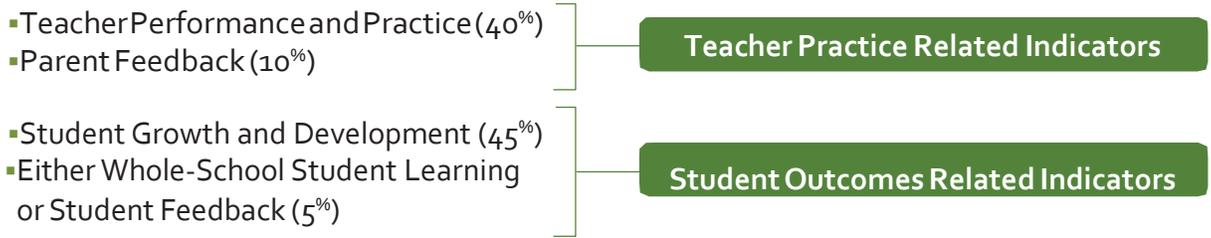
Example:

Administrator Final Summative Rating (45%) Multiple Student Learning Indicators	Teacher Final Summative Rating (5%) Whole-School Student Learning Indicators
If the administrator receives a final summative rating of proficient (3) for Multiple Student Learning Indicators (45%) then...	Teachers evaluated by that administrator receive a final summative rating of proficient (3) for the Whole-School Student Learning Indicator (5%) rating.

Teacher Evaluation and Support

The CSDE designed model for the evaluation and support of teachers in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's SEED model. The CSDE, in consultation with PEAC and the State Board of Education (SBE), may continue to refine the tools provided in this document for clarity and ease of use.

The SEED model for teacher evaluation and support includes specific guidance for the four components of teacher evaluation*:



Additional Requirements for Educator Evaluation and Support Plans

In addition, this document includes “Points for District Consideration” to assist district Professional Development and Evaluation Committees (PDEC) in developing processes or enhancing existing processes necessary for ongoing development and support of teachers in the following areas:

- Evaluator Training and Monitoring
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

***PLEASE NOTE:** In electing to implement the SEED model, your district is expected to implement the four components of evaluation and support, as well as the additional requirements outlined above, with fidelity as outlined in this handbook. In response to requests from districts for further clarification on these requirements, we have provided “Points for Consideration” to assist districts and their PDEC in plan development. In addition, evaluators of teachers are expected to participate in the multi-day CSDE sponsored training as described within this document.

Any variation from the components of teacher evaluation and support as written within this document is no longer the SEED model and would be considered a “district-developed” evaluation and support plan. Districts are required to submit an educator evaluation and support plan annually to the CSDE.

ADMINISTRATOR EVALUATION and development

Purpose and Rationale

This section of the 2014 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of *Proficient* administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects⁶;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

The model includes an exemplary performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A proficient rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

² Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent upon approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

As noted, the model applies to all administrators holding a 092 endorsement. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

System Overview

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - b) **Stakeholder Feedback (10%)** on leadership practice through surveys.
2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
 - a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
 - b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Scores from each of the four components will be combined to produce a summative performance rating of *Exemplary*, *Proficient*, *Developing* or *Below Standard*. The performance levels are defined as:

- **Exemplary** – Substantially exceeding indicators of performance
- **Proficient** – Meeting indicators of performance
- **Developing** – Meeting some indicators of performance but not others
- **Below Standard** – Not meeting indicators of performance

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.

Figure 1: This is a typical timeframe:



** Summative assessment to be finalized in August.*

Step 1: Orientation and Context-Setting

To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating⁷.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."



³ Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see page 69 for details) and one target related to stakeholder feedback (see page 62 for details).

Then administrators identify the areas of focus for their practice **that will help them accomplish** their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following completed form represents a sample evaluation and support plan.**

The focus areas, goals, activities, outcomes and time line will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

DOES THE DISTRICT HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

1. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
3. Do the practice focus areas address growth needs for the administrator?
Is at least one of the focus areas addressing instructional leadership?

Sample Evaluation AND SUPPORT Plan

Administrator's Name _____

Evaluator's Name _____

School _____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	SLO 1: Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	SLO 2: 90% of students complete 10th grade with 12 credits.	Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E B) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Common Core reading strategies and expectations	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by CAPT scores (if available).	SLO 3: 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade		
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	Survey 1: 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.			90% of students report by survey response that teachers present material in a way they can understand and learn from.		

Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan on page 49, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Datasystems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

Further, the evaluator may want to establish a schedule of school site visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at two-to three-month intervals.

A note on the frequency of school site observations:

State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-Year Formative Review

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point. **Mid-Year Conference Discussion Prompts** are available on the SEED website.

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the SEED evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

The CSDE will provide districts with training opportunities to support district evaluators of administrators in implementation of the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

Administrative monthly professional development will include on-going support and collaboration for district evaluators to calibrate their understanding of performance expectations and develop their use of high quality feedback and support. When an annual evaluation includes contracting ratings (exemplary in one category and below standard in the other category)

School districts who have adopted the SEED model will be expected to engage in the CSDE sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL Leader Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance; and

- Determine a final summative rating across multiple indicators.

DRAFT

PLEASE NOTE: School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however if training opportunities are internally developed or contracted with a reputable vendor, the following are points for consideration:

Points for District Consideration:

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal if applicable

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The CSDE vision for professional learning is that each and every Connecticut educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut's students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district- wide professional learning opportunities.

Points for District Consideration:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

– Learning Forward, 2014

<http://learningforward.org/standards/leadership#.Uxn-fD9dXuQ>

- **Develop Capacity for Learning and Leading-** Systems that recognize and advance shared leadership promote leaders from all levels of the organization. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.
- **Advocate for Professional Learning-** As advocates of professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their practice.
- **Create Support Systems and Structures-** Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school and school system goals through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

- 1. Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
- 2. Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
- 3. Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Points for District Consideration:

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

Points for District Consideration:

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional development.
- Support high-quality evaluation that aligns school accountability with teacher and principal evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals.

Leadership Practice Related Indicators

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

Component #1: Observation of Leadership Practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

- 1. Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
- 2. Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
- 3. Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
- 4. Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
- 5. Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
- 6. The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 3: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the CCL Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Proficient practice.

Strategies for Using the CCL Leader Evaluation Rubric:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards⁸.

⁴ Central Office Administrators have been given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance is being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year.

Performance Expectation 1: Vision, Mission and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element A: High Expectations for All

Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students. shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

*Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)

**Staff: All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator’s leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below standard*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on Teaching and Learning +	At least <i>Proficient</i> on Teaching and Learning +	At least <i>Developing</i> on Teaching and Learning +	<i>Below Standard</i> on Teaching and Learning or
<i>Exemplary</i> on at least 2 other performance expectations +	At least <i>Proficient</i> on at least 3 other performance expectations +	At least <i>Developing</i> on at least 3 other performance expectations	<i>Below Standard</i> on at least 3 other performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<p><i>Exemplary</i> on at least half of measured performance expectations +</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on at least a majority of performance expectations +</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on at least a majority of performance expectations</p>	<p><i>Below Standard</i> on at least half of performance expectations</p>

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is 10% of an administrator’s summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

Applicable Survey Types

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use these state model surveys.

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the SEED website for **Panorama Education surveys**.

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent overtime). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school- or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

- All family members
- All teachers and staff members
- All students

Assistant Principals and other school-based administrators:

- All or a subset of family members
- All or a subset of teachers and staff members
- All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff (e.g., Assistant/Regional Superintendents):

- Principals or principal supervisors
- Other direct reports
- Relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:

- Principals
- Specific subsets of teachers
- Other specialists within the district
- Relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles

- Principals
- Specific subsets of teachers
- Other specialists within the district

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
4. Later in the school year, administer surveys to relevant stakeholders.
5. Aggregate data and determine whether the administrator achieved the established target.
6. Assign a rating, using this scale:

Exemplary	Proficient	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

Examples of Survey Applications

Example #1:

School #1 has mid-range student performance results and is working diligently to improve out-comes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year's survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Connecticut School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement " <i>Students are challenged to meet high expectations at the school</i> " would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: "Developing"	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal's leadership practice which collects feedback from teachers, the principal and the principal's supervisor. The resulting scores from this tool are incorporated in the district's administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Performance Expectation #3). Together, the principal and her supervisor focus on the principal's role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: “Proficient”	

The Student Outcomes Related Indicators capture the administrator’s impact on student learning and comprise half of the final rating.

Student Outcomes Related Indicators includes two components:

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state’s accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

State Measures of Academic Learning

With the state’s new school accountability system, a school’s SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the ‘target’ level.

Currently, the state’s accountability system⁵ includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut’s standardized assessments.

***PLEASE NOTE:** SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator’s rating for Student Learning will be based on student growth and performance on locally determined measures.*

2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut’s standardized assessments.

⁵ All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal’s state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

For a complete definition of Connecticut’s measures of student academic learning, including a definition of the SPI see the SEED website.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88 - 52}{12} = 3$$

Evaluation ratings for administrators on these state test measures are generated as follows:

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:

SPI Progress (all students and subgroups)

SPI ≥ 88	Did not Maintain	Maintain		
	1	4		
SPI < 88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup; up to 50%

*Subgroup(s) must exist in year prior and in year of evaluation

Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
TOTAL			2.8

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student’s scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)

Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

- Students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

Grade Level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year’s growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator’s SLO Handbook, **SLO Form** and **SLO Quality Test**).

- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows

Exemplary	Proficient	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

Arriving at Student Learning Summative Rating

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two components are plotted on this matrix:

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – make up 5% of an administrator’s evaluation.

Improving teacher effectiveness outcomes is central to an administrator’s role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

Exemplary	Proficient	Developing	Below Standard
> 80% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 60% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	< 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation

- Central Office Administrators will be responsible for the teachers under their assigned role.
- All other administrators will be responsible for the teachers they directly evaluate.

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Proficient:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

*The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

Proficient represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

Supporting administrators to reach proficiency is at the very heart of this evaluation model.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the developing level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rating of *developing* is expected. If, by the end of three years, performance is still rated *developing*, there is cause for concern.

A rating of *below standard* indicates performance that is below proficient on all components or unacceptably low on one or more components.

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

**A. PRACTICE: Leadership Practice (40%)
+ Stakeholder Feedback (10%) = 50%**

The practice rating derives from an administrator’s performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

**B. OUTCOMES: Student Learning (45%)
+ Teacher Effectiveness Outcomes (5%) = 50%**

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state’s accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 82.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			145

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is proficient. The summative rating is therefore proficient.

If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Leader Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator’s final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator’s career. A *below standard* rating shall only be permitted in the first year of a novice administrator’s career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

2.1: 4-Level Matrix Rating System

- (1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.
 - (a) The performance levels shall be defined as follows:
 - Exemplary – Substantially exceeding indicators of performance
 - Proficient – Meeting indicators of performance
 - Developing – Meeting some indicators of performance but not others
 - Below standard – Not meeting indicators of performance

The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

- (c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.
- a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2014.
 - b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

- a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.
- b. A minimum of one non-standardized indicator.

Appendix 1

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.9: Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall, within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014, submit their plan revisions to the State Department of Education (SDE) for its review and approval. For the 2014-15 and all subsequent school years, the submission of district evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

- a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.
- b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:
 1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.
 2. A minimum of one non-standardized indicator.
- c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal

observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.
- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 2. Streamline educator evaluation data collection and reporting by teachers and administrators;
 3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
 6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.
- d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

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Appendix 2

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

2.2 : 4-Level Matrix Rating System

- (1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.
 - (a) The performance levels shall be defined as follows:
 - Exemplary – Substantially exceeding indicators of performance
 - Proficient – Meeting indicators of performance
 - Developing – Meeting some indicators of performance but not others
 - Below standard – Not meeting indicators of performance

The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

- (d) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.
- a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2014.
 - b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

- c. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.
- d. A minimum of one non-standardized indicator.